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2013 12 12 Universities

Branch Out 2007 12

Universities Branch Out

A) As never before in their long history, universities have become instruments of national competition as well as instruments of peace. They are the place of the scientific discoveries that move economies forward, and the primary means of educating the talent required to obtain and maintain competitive advantage. But at the same time, the opening of national borders to the flow of goods, services, information and especially people has made universities a powerful force for global integration, mutual understanding and geopolitical stability.

B) In response to the same forces that have driven the world economy, universities have become more self-consciously global: seeking students from around the world who represent the entire range of cultures and values, sending their own students abroad to prepare them for global careers, offering courses of study that address the challenges of an interconnected world and collaborative research programs to advance science for the benefit of all humanity.

C) Of the forces shaping higher education none is more sweeping than the movement across borders. Over the past three decades the number of students leaving home each year to study abroad has grown at an annual rate of 3.9 percent, from 800,000 in 1975 to 2.5 million in 2004. Most travel from one developed nation to another, but the flow from developing to developed countries is growing rapidly. The reverse flow, from developed to developing countries, is on the rise, too. Today foreign students earn 30 percent of the doctoral degrees awarded in the United States and 38 percent of those in the United Kingdom. And the number crossing borders for undergraduate study is growing as well, to 8 percent of the undergraduates at America's best institutions and 10 percent of all undergraduates in the U.K. In the United States, 20 percent of the newly hired professors in science and engineering are foreign-born, and in China many newly hired faculty members at the top research universities received their graduate education abroad.

D) Universities are also encouraging students to spend some of their undergraduate years in another country. In Europe, more than 140,000

students participate in the Erasmus program each year, taking courses for credit in one of 2,200 participating institutions across the continent. And in the United States, institutions are helping place students in summer internships(实习) abroad to prepare them for global careers. Yale and Harvard have led the way, offering every undergraduate at least one international study or internship opportunity - and providing the financial resources to make it possible.

E) Globalization is also reshaping the way research is done. One new trend involves sourcing portions of a research program to another country. Yale professor and Howard Hughes Medical Institute investigator Tian Xu directs a research center focused on the genetics of human disease at Shanghai's Fudan University, in collaboration with faculty colleagues from both schools. The Shanghai center has 95 employees and graduate students working in a 4,300-square-meter laboratory facility. Yale faculty, postdoctors and graduate students visit regularly and attend video conference seminars with scientists from both campuses. The arrangement benefits both countries; Xu's Yale lab is more productive, thanks to the lower costs of conducting research in China, and Chinese graduate students, postdoctors and faculty get on-the-job training from a world-class scientist and his U.S. team.

F) As a result of its strength in science, the United States has consistently led the world in the commercialization of major new technologies, from the mainframe computer and the integrated circuit of the 1960s to the Internet infrastructure(基础设施) and applications software of the 1990s. The link between university-based science and industrial application is often indirect but sometimes highly visible: Silicon Valley was intentionally created by Stanford University, and Route 128 outside Boston has long housed companies spun off from MIT and Harvard. Around the world, governments have encouraged copying of this model, perhaps most successfully in Cambridge, England, where Microsoft and scores of other leading software and biotechnology companies have set up shop around the university.

G) For all its success, the United States remains deeply hesitant about sustaining the research-university model. Most politicians recognize the link between investment in science and national economic strength, but support for research funding has been unsteady. The budget of the National Institutes of Health doubled between 1998 and 2003, but has risen more slowly than inflation since then. Support for the physical sciences and engineering barely kept pace with inflation during that same period. The attempt to make up lost ground is welcome, but the nation would be better served by steady, predictable increases in science funding at the rate of long-term GDP growth, which is on the order of inflation plus 3 percent per year.

H) American politicians have great difficulty recognizing that admitting more foreign students can greatly promote the national interest by increasing international understanding. Adjusted for inflation, public funding for international exchanges and foreign-language study is well below the levels of

40 years ago. In the wake of September 11, changes in the visa process caused a dramatic decline in the number of foreign students seeking admission to U.S. universities, and a corresponding surge in enrollments in Australia, Singapore and the U.K. Objections from American university and business leaders led to improvements in the process and a reversal of the decline, but the United States is still seen by many as unwelcoming to international students.

I) Most Americans recognize that universities contribute to the nation's well-being through their scientific research, but many fear that foreign students threaten American competitiveness by taking their knowledge and skills back home. They fail to grasp that welcoming foreign students to the United States has two important positive effects: first, the very best of them stay in the States and - like immigrants throughout history - strengthen the nation; and second, foreign students who study in the United States become ambassadors for many of its most cherished() values when they return home. Or at least they understand them better. In America as elsewhere, few instruments of foreign policy are as effective in promoting peace and stability as welcoming international university students.

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46. American universities prepare their undergraduates for global careers by giving them chances for international study or internship.

47. Since the mid-1970s, the enrollment of overseas students has increased at an annual rate of 3.9 percent.

48. The enrollment of international students will have a positive impact on America rather than threaten its competitiveness.

49. The way research is carried out in universities has changed as a result of globalization.

50. Of the newly hired professors in science and engineering in the United States, twenty percent come from foreign countries.

51. The number of foreign students applying to U.S. universities decreased sharply after September 11 due to changes in the visa process.

52. The U.S. federal funding for research has been unsteady for years.

53. Around the world, governments encourage the model of linking university-based science and industrial application.

54. Present-day universities have become a powerful force for global integration.

55. When foreign students leave America, they will bring American values back to their home countries.

□□□46. D 47. C 48. I 49. E 50. C 51. H 52. G 53. F 54. A 55. I

2013 □ 12 □

□□□ The rise of the sharing economy

The rise of the sharing economy

A) Last night 40,000 people rented accommodation from a service that offers 250,000 rooms in 30,000 cities in 192 countries. They chose their rooms and paid for everything online. But their beds were provided by private individuals, rather than a hotel chain. Hosts and guests were matched up by Airbnb, a firm based in San Francisco. Since its launch in 2008 more than 4 million people have used it - 2.5 million of them in 2012 alone. It is the most prominent example of a huge new "sharing economy", in which people rent beds, cars, boats and other assets directly from each other, co-ordinated via the internet.

B) You might think this is no different from running a bed-and-breakfast(□□□□), owning a timeshare(□□□□□) or participating in a car pool. But technology has reduced transaction costs, making sharing assets cheaper and easier than ever - and therefore possible on a much larger scale. The big change is the availability of more data about people and things, which allows physical assets to be divided and consumed as services. Before the internet, renting a surfboard, a power tool or a parking space from someone else was feasible, but was usually more trouble than it was worth. Now websites such as Airbnb, RelayRides and SnapGoods match up owners and renters; smartphones with GPS let people see where the nearest rentable car is parked; social networks provide a way to check up on people and build trust; and online payment systems handle the billing.

What's mine is yours, for a fee

C) Just as peer-to-peer businesses like eBay allow anyone to become a retailer, sharing sites let individuals act as all ad hoc(□□□) taxi service, car-hire firm or boutique hotel(□□□□) as and when it suits them. Just go online or download an app. The model works for items that are expensive to buy and are widely owned by people who do not make full use of them. Bedrooms and cars are the most obvious examples, but you can also rent camping spaces in Sweden, fields in Australia and washing machines in France. As advocates of the sharing economy like to put it, access trumps(□□) ownership.

D) Rachel Botsman, the author of a book on the subject, says the consumer peer-to-peer rental market alone is worth \$26 billion. Broader definitions of the sharing economy include peer-to-peer lending or putting a solar panel on

your roof and selling power back to the grid(□□). And it is not just individuals: the web makes it easier for companies to rent out spare offices and idle machines, too. But the core of the sharing economy is people renting things from each other.

E) Such "collaborative"(□□□) consumption is a good thing for several reasons. Owners make money from underused assets. Airbnb says hosts in San Francisco who rent out their homes do so for an average of 58 nights a year, making \$9,300. Car owners who rent out their vehicles to others using RelayRides make an average of \$250 a month; some make more than \$1,000. Renters, meanwhile, pay less than they would if they bought the item themselves, or turned to a traditional provider such as a hotel or car-hire firm. And there are environmental benefits, too: renting a car when you need it, rather than owning one, means fewer cars are required and fewer resources must be devoted to making them.

F) For sociable souls, meeting new people by staying in their homes is part of the charm. Curmudgeons(□□□□□) who imagine that every renter is a murderer can still stay at conventional hotels. For others, the web fosters trust. As well as the background checks carried out by platform owners, online reviews and ratings are usually posted by both parties to each transaction, which makes it easy to spot bad drivers, bathrobe-thieves and surfboard-wreckers. By using Facebook and other social networks, participants can check each other out and identify friends (or friends of friends) in common. An Airbnb user had her apartment trashed in 2011. But the remarkable thing is how well the system usually works.

Peering into the future

G) The sharing economy is a little like online shopping, which started in America 15 year ago. At first, people were worried about security. But having made a successful purchase from, say, Amazon, they felt safe buying elsewhere. Similarly, using Airbnb or a car-hire service for the first time encourages people to try other offerings. Next, consider eBay, having started out as a peer-to-peer marketplace, it is now dominated by professional "power seller" (many of whom started out as ordinary eBay users). The same may happen with the sharing economy, which also provides new opportunities for enterprise. Some people have bought cars solely to rent them out, for example.

H) Existing rental businesses are getting involved too. Avis, a car-hire firm, has a share in a sharing rival. So do GM and Daimler, two carmakers. In future, companies may develop hybrid(□□□) models, listing excess capacity (whether vehicles, equipment or office space) on peer-to-peer rental sites. In the past, new ways of doing things online have not displaced the old ways entirely. But they have often changed them. Just as internet shopping forced Wal-mart and Tesco to adapt, so online sharing will shake up transport, tourism, equipment-hire and more.

I) The main worry is regulatory uncertainty. Will room-renters be subject to

hotel taxes, for example? In Amsterdam officials are using Airbnb listings to track down unlicensed hotels. In some American cities, peer-to-peer taxi services have been banned after lobbying by traditional taxi firms. The danger is that although some rules need to be updated to protect consumers from harm, existing rental businesses will try to destroy competition. People who rent out rooms should pay tax, of course, but they should not be regulated like a Ritz-Carlton hotel. The lighter rules that typically govern bed-and-breakfasts are more than adequate.

J) The sharing economy is the latest example of the internet's value to consumers. This emerging model is now big and disruptive(□□□□) enough for regulators and companies to have woken up to it. That is a sign of its immense potential. It is time to start caring about sharing.

46. Sharing items such as cars does good to the environment.

47. Airbnb's success clearly illustrates the emergence of a huge sharing economy.

48. The major concern about the sharing economy is how the government regulates it.

49. The most frequently shared items are those expensive to buy but not fully used.

50. The sharing economy has a promising future.

51. Online sharing will change the way business is done in transportation, travel, rentals, etc.

52. Airbnb is a website that enables owners and renters to complete transactions online.

53. The sharing economy is likely to go the way of online shopping.

54. One advantage of sharing is that owners earn money from renting out items not made full use of.

55. Sharing appeals to the sociable in that they can meet new people.

□□□ Is College a Worthy Investment?

Is College a Worthy Investment?

A) Why are we spending so much money on college? And why are we so unhappy about it? We all seem to agree that a college education is wonderful, and yet strangely we worry when we see families investing so much in this supposedly essential good. Maybe it's time to ask a question that seems almost sacrilegious(□□□□): is all this investment in college education really worth it?

B) The answer, I fear, is no. For an increasing number of kids, the extra time and money spent pursuing a college diploma will leave them worse off than they were before they set foot on campus.

C) For my entire adult life, a good education has been the most important thing for middle-class households. My parents spent more educating my sister and me than they spent on their house, and they're not the only ones... and, of course, for an increasing number of families, most of the cost of their house is actually the cost of living in a good school district. Questioning the value of a college education seems a bit like questioning the value of happiness, or fun.

D) The average price of all goods and services has risen about 50 percent. But the price of a college education has nearly doubled in that time. Is the education that today's students are getting twice as good? Are new workers twice as smart? Have they become somehow massively more expensive to educate?

E) Perhaps a bit. Richard Vedder, an Ohio University economics professor, says, "I look at the data, and I see college costs rising faster than inflation up to the mid-1980s by 1 percent a year. Now I see them rising 3 to 4 percent a year over inflation. What has happened? The federal government has started dropping money out of airplanes." Aid has increased, subsidized(□□□) loans have become available, and "the universities have gotten the money." Economist Bryan Caplan, who is writing a book about education, agrees: "It's a giant waste of resources that will continue as long as the subsidies continue."

F) Promotional literature for colleges and student loans often speaks of debt as an "investment in yourself." But an investment is supposed to generate income to pay off the loans. More than half of all recent graduates are unemployed or in jobs that do not require a degree, and the amount of student-loan debt carried by households has increased more than five times since 1999. These graduates were told that a diploma was all they needed to succeed, but it won't even get them out of the spare bedroom at Mom and Dad's. For many, the most visible result of their four years is the loan payments, which now average hundreds of dollars a month on loan balances in the tens of thousands.

G) It's true about the money - sort of. College graduates now make 80 percent more than people who have only a high-school diploma, and though there are no precise estimates, the wage premium(□□□□□) for an outstanding school seems to be even higher. But that's not true of every student. It's very easy to spend four years majoring in English literature and come out no more employable than you were before you went in. Conversely, chemical engineers straight out of school can easily make almost four times the wages of an entry-level high-school graduate.

H) James Heckman, the Nobel Prize-winning economist, has examined how the returns on education break down for individuals with different backgrounds and levels of ability. "Even with these high prices, you're still finding a high return for individuals who are bright and motivated," he says. On the other hand, "if you're not college ready, then the answer is no, it's not worth it."

Experts tend to agree that for the average student, college is still worth it today, but they also agree that the rapid increase in price is eating up more and more of the potential return. For borderline students, tuition() rise can push those returns into negative territory.

I) Everyone seems to agree that the government, and parents, should be rethinking how we invest in higher education and that employers need to rethink the increasing use of college degrees as crude screening tools for jobs that don't really require college skills. "Employers seeing a surplus of college graduates and looking to fill jobs are just adding that requirement." says Vedder. "In fact, a college degree becomes a job requirement for becoming a bar-tender."

J) We have started to see some change on the finance side. A law passed in 2007 allows many students to cap their loan payment at 10 percent of their income and forgives any balance after 25 years. But of course, that doesn't control the cost of education! it just shifts it to taxpayers. It also encourages graduates to choose lower-paying careers, which reduces the financial return to education still further. "You're subsidizing people to become priests and poets and so forth," says Heckman. "You may think that's a good thing, or you may not." Either way it will be expensive for the government.

K) What might be a lot cheaper is putting more kids to work. Caplan notes that work also builds valuable skills - probably more valuable for kids who don't naturally love sitting in a classroom. Heckman agrees wholeheartedly: "People are different, and those abilities can be shaped. That's what we've learned, and public policy should recognize that."

L) Heckman would like to see more apprenticeship-style() programs, where kids can learn in the workplace - learn not just specific job skills, but the kind of "soft skills," like getting to work on time and getting along with a team - that are crucial for career success. "It's about having mentors() and having workplace-based education," he says. "Time and again I've seen examples of this kind of program working."

M) Ah, but how do we get there from here? With better public policy, hopefully, but also by making better individual decisions. "Historically markets have been able to handle these things," says Vedder. "And I think eventually markets will handle this one. If it doesn't improve soon, people are going to wake up and ask, 'Why am I going to college?'"

46. Caplan suggests that kids who don't love school go to work.

47. An increasing number of families spend more money on houses in a good school district.

48. Subsidized loans to college students are a huge waste of money, according to one economist.

49. More and more kids find they fare worse with a college diploma.

50. For those who are not prepared for higher education, going to college is not worth it.

51. Over the years the cost of a college education has increased almost by

100%.

52. A law passed recently allows many students to pay no more than one tenth of their income for their college loans.

53. Middle-class Americans have highly valued a good education.

54. More kids should be encouraged to participate in programs where they can learn not only job skills but also social skills.

55. Over fifty percent of recent college graduates remain unemployed or unable to find a suitable job.

☐☐☐ **A Mess on the Ladder of Success**

A Mess on the Ladder of Success

A) Throughout American history there has almost always been at least one central economic narrative that gave the ambitious or unsatisfied reason to pack up and seek their fortune elsewhere. For the first 300 or so years of European settlement, the story was about moving outward: getting immigrants to the continent and then to the frontier to clear the prairies(☐☐☐), drain the wetlands and build new cities.

B) By the end of the 19th century, as the frontier vanished, the US had a mild panic attack. What would this energetic, enterprising country be without new lands to conquer? Some people, such as Teddy Roosevelt, decided to keep on conquering (Cuba, the Philippines, etc.), but eventually, in industrialization, the US found a new narrative of economic mobility at home. From the 1890s to the 1960s, people moved from farm to city, first in the North and then in the South. In fact, by the 1950s, there was enough prosperity and white-collar work that many began to move to the suburbs. As the population aged, there was also a shift from the cold Rust Belt to the comforts of the Sun Belt. We think of this as an old person's migration, but it created many jobs for the young in construction and health care, not to mention tourism, retail and restaurants.

C) For the last 20 years from the end of the cold war through two burst bubbles in a single decade - the US has been casting about for its next economic narrative. And now it is experiencing another period of panic, which is bad news for much of the workforce but particularly for its youngest members.

D) The US has always been a remarkably mobile country, but new data from the Census Bureau indicate that mobility has reached its lowest level in recorded history. Sure, some people are stuck in homes valued at less than their mortgages(☐☐☐☐), but many young people - who don't own homes and don't yet have families - are staying put, too. This suggests, among other things, that people aren't packing up for new economic opportunities the way

they used to. Rather than dividing the country into the 1 percenters versus(.....) everyone else, the split in our economy is really between two other classes: the mobile and immobile.

E) Part of the problem is that the country's largest industries are in decline. In the past, it was perfectly clear where young people should go for work (Chicago in the 1870s, Detroit in the 1910s, Houston in the 1970s) and, more or less, what they'd be doing when they got there (killing cattle, building cars, selling oil). And these industries were large enough to offer jobs to each class of worker, from unskilled laborer to manager or engineer. Today, the few bright spots in our economy are relatively small (though some promise future growth) and decentralized. There are great jobs in Silicon Valley, in the biotech research capitals of Boston and Raleigh-Durham and in advanced manufacturing plants along the southern z-85 corridor. These companies recruit all over the country and the globe for workers with specific abilities. (You don't need to be the next Mark Zuckerberg, founder of Facebook, to get a job in one of the microhubs(.....), by the way. But you will almost certainly need at least a B.A. in computer science or a year or two at a technical school.) This newer, select job market is national, and it offers members of the mobile class competitive salaries and higher bargaining power.

F) Many members of the immobile class, on the other hand, live in the America of the gloomy headlines. If you have no specialized skills, there's little reason to uproot to another state and be the last in line for a low-paying job at a new auto plant or a green-energy startup. The surprise in the census(.....) data, however, is that the immobile workforce is not limited to unskilled workers. In fact, many have a college degree.

G) Until now, a B.A. in any subject was a near-guarantee of at least middle-class wages. But today, a quarter of college graduates make less than the typical worker without a bachelor's degree. David Autor, a prominent labor economist at M.I.T., recently told me that a college degree alone is no longer a guarantor of a good job. While graduates from top universities are still likely to get a good job no matter what their major is, he said, graduates from less-famous schools are going to be judged on what they know. To compete for jobs on a national level, they should be armed with the skills that emerging industries need, whether technical or not.

H) Those without such specialized skills - like poetry, or even history, majors - are already competing with their neighbors for the same sorts of second-rate, poorer-paying local jobs like low-level management or big-box retail sales. And with the low-skilled labor market atomized into thousands of microeconomics, immobile workers are less able to demand better wages or conditions or to acquire valuable skills.

I) So what, exactly, should the ambitious young worker of today be learning? Unfortunately, it's hard to say, since the US doesn't have one clear national project. There are plenty of emerging, smaller industries, but which ones are the most promising? (Nanotechnology's(.....) moment of remarkable growth

seems to have been 5 years into the future for something like 20 years now.) It's not clear exactly what skills are most needed or if they will even be valuable in a decade.

J) What is clear is that all sorts of government issues - education, health-insurance portability, worker retraining - are no longer just bonuses to already prosperous lives but existential requirements. It's in all of our interests to make sure that as many people as possible are able to move toward opportunity, and America's ability to invest people and money in exciting new ideas is still greater than that of most other wealthy countries. (As recently as five years ago, US migration was twice the rate of European Union states.) That, at least, is some comfort at a time when our national economy seems to be searching for its next story line.

46. Unlike in the past, a college degree alone does not guarantee a good job for its holder.

47. The census data is surprising in that college graduates are also among the immobile workforce.

48. New figures released by the government show that Americans today are less mobile than ever before.

49. The migration of old people from cold to warm places made many jobs available to the young.

50. America is better at innovation than most other rich nations.

51. Early American history is one of moving outward.

52. Young people don't know what to learn because it is hard to predict what skills are most needed or valued ten years from now.

53. Computer or other technical skills are needed to get a well-paying job in high-tech or advanced manufacturing.

54. When the frontier vanished about a century ago, America found new economic mobility in industrialization.

55. America today can be divided into two classes: those who move and those who don't.

2014 6

The Touch-Screen Generation

The Touch-Screen Generation

A) On a chilly day last spring, a few dozen developers of children's apps for phones and tablets gathered at an old beach resort in Monterey, California, to show off their games. The gathering was organized by Warren Buckleitner, a longtime reviewer of interactive children's media. Buckleitner spent the breaks testing whether his own remote-control helicopter could reach the hall's second story, while various children who had come with their parents looked up in awe and delight. But mostly they looked down, at the iPads and other tablets displayed around the hall like so many open boxes of candy. I walked around and talked with developers, and several quoted a famous saying of Maria Montessori's, "The hands are the instruments of man's intelligence."

B) What, really, would Maria Montessori have made of this scene? The 30 or so children here were not down at the shore poking their fingers in the sand or running them along stones or picking seashells. Instead they were all inside, alone or in groups of two or three, their faces a few inches from a screen, their hands doing things Montessori surely did not imagine.

C) In 2011, the American Academy of Pediatrics updated its policy on very young children and media. In 1999, the group had discouraged television viewing for children younger than 2, citing research on brain development that showed this age group's critical need for "direct interactions with parents and other significant care givers." The updated report began by acknowledging that things had changed significantly since then. In 2006, 90% of parents said that their children younger than 2 consumed some form of electronic media. Nevertheless, the group took largely the same approach it did in 1999, uniformly discouraging passive media use, on any type of screen, for these kids. (For older children, the academy noted, "high-quality programs" could have "educational benefits.") The 2011 report, mentioned "smart cell phone" and "new screen" technologies, but did not address interactive apps. Nor did it bring up the possibility that has likely occurred to those 90% of American parents that some good might come from those little swiping fingers.

D) I had come to the developers' conference partly because I hoped that this

particular set of parents, enthusiastic as they were about interactive media, might help me out of this problem, that they might offer some guiding principle for American parents who are clearly never going to meet the academy's ideals, and at some level do not want to. Perhaps this group would be able to express clearly some benefits of the new technology that, the more cautious doctors weren't ready to address.

E) I fell into conversation with a woman who had helped develop Montessori Letter Sounds, an app that teaches preschoolers the Montessori methods of spelling. She was a former Montessori teacher and a mother of four. I myself have three children who are all fans of the touch screen. What games did her kids like to play, I asked, hoping for suggestions I could take home.

"They don't play all that much."

Really? Why not?

"Because I don't allow it. We have a rule of no screen time during the week, unless it's clearly educational."

No screen time? None at all? That seems at the outer edge of restrictive, even by the standards of overcontrolling parents.

"On the weekends, they can play. I give them a limit of half an hour and then stop. Enough."

F) Her answer so surprised me that I decided to ask some of the other developers who were also parents what their domestic ground rules for screen time were. One said only on airplanes and long car rides. Another said Wednesdays and weekends, for half an hour. The most permissive said half an hour a day, which was about my rule at home. At one point I sat with one of the biggest developers of e-book apps for kids, and his family. The small kid was starting to fuss in her high chair, so the mom stuck an iPad in front of her and played a short movie so everyone else could enjoy their lunch. When she saw me watching, she gave me the universal tense look of mothers who feel they are being judged. "At home," she assured me, "I only let her watch movies in Spanish."

G) By their reactions, these parents made me understand the problem of our age; as technology becomes almost everywhere in our lives, American parents are becoming more, not less, distrustful of what it might be doing to their children. Technological ability has not, for parents, translated into comfort and ease. On the one hand, parents want their children to swim expertly in the digital stream that they will have to navigate(□□) all their lives; on the other hand, they fear that too much digital media, too early, will sink them. Parents end up treating tablets as precision surgical(□□□) instruments, devices that might perform miracles for their child's IQ and help him win some great robotics competition-but only if they are used just so. Otherwise, their child could end up one of those sad, pale creatures who can't make eye contact and has a girlfriend who lives only in the virtual world.

H) Norman Rockwell, a 20th-century artist, never painted Boy Swiping Finger on Screen, and our own vision of a perfect childhood has never been adjusted

to accommodate that now - common scene. Add to that our modern fear that every parenting decision may have lasting consequences - that every minute of enrichment lost or mindless entertainment indulged() will add up to some permanent handicap() in the future - and you have deep guilt and confusion. To date, no body of research has proved that the iPad will make your preschooler smarter or teach her to speak Chinese, or alternatively that it will rust her nervous system - the device has been out for only three years, not much more than the time it takes some academics to find funding and gather research subjects. So what is a parent to do?

46. The author attended the conference, hoping to find some guiding principles for parenting in the electronic age.

47. American parents are becoming more doubtful about the benefits technology is said to bring to their children.

48. Some experts believe that human intelligence develops by the use of hands.

49. The author found a former Montessori teacher exercising strict control over her kids' screen time.

50. Research shows interaction with people is key to babies' brain development.

51. So far there has been no scientific proof of the educational benefits of iPads.

52. American parents worry that overuse of tablets will create problems with their kids' interpersonal relationships.

53. The author expected developers of children's apps to specify the benefits of the new technology.

54. The kids at the gathering were more fascinated by the iPads than by the helicopter.

55. The author permits her children to use the screen for at most half an hour a day.

The End of the Book?

The End of the Book?

A) Amazon, by far the largest bookseller in the country, reported on May 19 that it is now selling more books in its electronic Kindle format than in the old paper-and-ink format. That is remarkable, considering that the Kindle has only been around for four years. E-books now account for 14 percent of all book sales in this country and are increasing far faster than overall book sales. E-book sales are up 146 percent over last year, while hardback sales increased 6 percent and paperbacks decreased 8 percent.

B) Does this spell the doom of the physical book? Certainly not immediately,

and perhaps not at all. What it does mean is that the book business will go through a transformation in the next decade or so more profound than any it has seen since Gutenberg introduced printing from moveable type in the 1450s.

C) Physical books will surely become much rarer in the marketplace. Mass market paperbacks, which have been declining for years anyway, will probably disappear, as will hardbacks for mysteries, thrillers, "romance fiction," etc. Such books, which only rarely end up in permanent collections, either private or public, will probably only be available as e-books within a few years. Hardback and trade paperbacks for "serious" nonfiction and fiction will surely last longer. Perhaps it will become the mark of an author to reckon with that he or she is still published in hard copy.

D) As for children's books, who knows? Children's books are like dog food in that the purchasers are not the consumers, so the market (and the marketing) is inherently strange.

E) For clues to the book's future, let's look at some examples of technological change and see what happened to the old technology.

F) One technology replaces another only because the new technology is better, cheaper, or both. The greater the difference, the sooner and more thoroughly the new technology replaces the old. Printing with moveable type on paper dramatically reduced the cost of producing a book compared with the old-fashioned ones handwritten on vellum, which comes from sheepskin. A Bible—to be sure, a long book—required vellum made from 300 sheepskins and countless man-hours of labor. Before printing arrived, a Bible cost more than a middle-class house. There were perhaps 50,000 books in all of Europe in 1450. By 1500 there were 10 million.

G) But while printing quickly caused the handwritten book to die out, handwriting lingered on(□□□□) well into the 16th century. Very special books are still occasionally produced on vellum, but they are one-of-a-kind show pieces.

H) Sometimes a new technology doesn't drive the old one out, but only parts of it while forcing the rest to evolve. The movies were widely predicted to drive live theater out of the marketplace, but they didn't, because theater turned out to have qualities movies could not reproduce. Equally, TV was supposed to replace movies but, again, did not.

I) Movies did, however, fatally impact some parts of live theater. And while TV didn't kill movies, it did kill second-rate pictures, shorts, and cartoons.

J) Nor did TV kill radio. Comedy and drama shows ("Jack Benny," "Amos and Andy," "The Shadow") all migrated to television. But because you can't drive a car and watch television at the same time, rush hour became radio's prime time, while music, talk, and news radio greatly enlarged their audiences. Radio is today a very different business than in the late 1940s and a much larger one.

K) Sometimes old technology lingers for centuries because of its symbolic

power. Mounted cavalry(马) replaced the chariot(战车) on the battlefield around 1000 BC. But chariots maintained their place in parades and triumphs right up until the end of the Roman Empire 1,500 years later. The sword hasn't had a military function for a hundred years, but is still part of an officer's full-dress uniform, precisely because a sword always symbolized "an officer and a gentleman."

L) Sometimes new technology is a little cranky(别扭) at first. Television repairman was a common occupation in the 1950s, for instance. And so the old technology remains as a backup. Steamships captured the North Atlantic passenger business from sail in the 1840s because of its much greater speed. But steamships didn't lose their sails until the 1880s, because early marine engines had a nasty habit of breaking down. Until ships became large enough (and engines small enough) to mount two engines side by side, they needed to keep sails. (The high cost of steam and the lesser need for speed kept the majority of the world's ocean freight moving by sail until the early years of the 20th century.)

M) Then there is the fireplace. Central heating was present in every upper- and middle-class home by the second half of the 19th century. But functioning fireplaces remain to this day a powerful selling point in a house or apartment. I suspect the reason is a deep-rooted love of fire. Fire was one of the earliest major technological advances for humankind, providing heat, protection, and cooked food (which is much easier to eat and digest). Human control of fire goes back far enough (over a million years) that evolution could have produced a genetic leaning towards fire as a central aspect of human life.

N) Books - especially books the average person could afford - haven't been around long enough to produce evolutionary change in humans. But they have a powerful hold on many people nonetheless, a hold extending far beyond their literary content. At their best, they are works of art and there is a tactile(触觉) pleasure in books necessarily lost in e-book versions. The ability to quickly thumb through pages is also lost. And a room with books in it induces, at least in some, a feeling not dissimilar to that of a fire in the fireplace on a cold winter's night.

O) For these reasons I think physical books will have a longer existence as a commercial product than some currently predict. Like swords, books have symbolic power. Like fireplaces, they induce a sense of comfort and warmth. And, perhaps, similar to sails, they make a useful backup for when the lights go out.

46. Authors still published in printed versions will be considered important ones.

47. Some people are still in favor of printed books because of the sense of touch they can provide.

48. The radio business has changed greatly and now attracts more listeners.

49. Contrary to many people's prediction of its death, the film industry survived.

50. Remarkable changes have taken place in the book business.
51. Old technology sometimes continues to exist because of its reliability.
52. The increase of e-book sales will force the book business to make changes not seen for centuries.
53. A new technology is unlikely to take the place of an old one without a clear advantage.
54. Paperbacks of popular literature are more likely to be replaced by e-books.
55. A house with a fireplace has a stronger appeal to buyers.

□□□ I Cry, Therefore I Am

I Cry, Therefore I Am

A) In 2008, at a German zoo, a gorilla(□□□) named Gana gave birth to a male infant, who died after three months. Photographs of Gana, looking stricken and inconsolable(□□□□□), attracted crowds to the zoo. Sad as the scene was, the humans, not Gana, were the only ones crying. The notion that animals can weep has no scientific basis. Years of observations by biologists Dian Fossey, who observed gorillas, and Jane Goodall, who worked with chimpanzees(□□□), could not prove that animals cry tears from emotion.

B) It's true that many animals shed tears, especially in response to pain. Tears protect the eye by keeping it moist. But crying as an expression of feeling is unique to humans and has played an essential role in human evolution and the development of human cultures.

C) Within two days an infant can imitate sad and happy faces. If an infant does not cry out, it is unlikely to get the attention it needs to survive. Around 3 months, the relationship between the human infant and its environment takes on a more organized communicative role, and tearful crying begins to serve interpersonal purposes: the search for comfort and pacification(□□). As we get older, crying becomes a tool of social interaction; grief and joy, shame and pride, fear and manipulation.

D) Tears are as universal as laughter, and grief is more complex than joy. But although we all cry, we do so in different ways. Women cry more frequently and intensely than men, especially when exposed to emotional events. Like crying, depression is, around the world, more commonly seen in women than in men. One explanation might be that women, who despite decades of social advances still suffer from economic inequality, discrimination(□□) and even violence, might have more to cry about. Men not only cry for shorter periods than women, but they also are less inclined to explain their tears, usually shed them more quietly, and tend more frequently to apologize when they cry openly. Men, like women, report crying at the death of a loved one and in response to a moving religious experience. They are more likely than women

to cry when their core identities - as providers and protectors, as fathers and fighters - are questioned.

E) People who score on personality tests as more sympathetic cry more than those who are more rigid or have more self-control. Frequency of crying varies widely: some shed tears at any novel or movie, others only a handful of times in their lives. Crying in response to stress and conflict in the home, or after emotional trauma(), lasts much longer than tears induced by everyday sadness - which in turn last longer than tears of delight and joy.

F) Sadness is our primary association with crying, but the fact is that people report feeling happier after crying. Surveys estimate that 85% of women and 73% of men report feeling better after shedding tears. Surprisingly, crying is more commonly associated with minor forms of depression than with major depression involving suicidal thoughts.

G) People widely report that crying relieves tension, restores emotional balance and provides "catharsis," a washing out of bad feelings. The term "catharsis" has religious implications of removing evil and sin; it's no surprise that religious ceremonies are, around the world, one of the main settings for the release of tears.

H) Crying is a nearly universal sign of grief, though some mourners report that, despite genuine sorrow, they cannot shed tears - sometimes even for years after their loved one has gone. Unlike today, when the privacy of grief is more respected, the public or ceremonial shedding of tears, at the graveside of a spouse or the funeral of a king or queen, was once considered socially or even politically essential.

I) Crying has also served other social purposes. Rousseau wrote in his Confessions that while he considered tears the most, powerful expression of love, he also just liked to cry over nothing.

J) The association of tears with art has ancient roots. The classic Greek tragedies of the fifth century B.C. were primarily celebrations of gods. Tragedies, like poetry and music, were staged religious events. Even then it was recognized that crying in response to drama brought pleasure.

K) I have argued that there are neurobiological() associations linking the arts and mood disorders. When I lecture on crying, I ask my audience to let me know, by a show of hands, which art forms most move them to tears. About 80% say music, followed closely by novels (74%), but then the figures fall sharply, to 43%, for poetry, and 10-22% for paintings, sculpture and architecture.

L) The physical act of crying is mainly one of breathing in air, which is why we choke up when we weep. This suggests to language scientists that emotional crying evolved before language, perhaps explaining why tears communicate states of mind and feelings that are often so difficult to express in words. Of course, from an evolutionary perspective, recognition of emotion (usually through facial gesture) was essential for survival.

M) The earliest humans arrived several million years ago, but only 150,000 to

200,000 years ago, did cultures, language, religion and the arts arise. Along the way, tears became more than a biological necessity to lubricate() the eye and developed into a sign of intense emotion and a signal of social bonding. The development of self-consciousness and the notion of individual identity, or ego; storytelling about the origins of the world, the creation of humanity and life after death; and the ability to feel others' sadness - all were critical parts of the neurobiological changes that made us human.

N) More recently, we've learned from neuroscience that certain brain circuits() are activated(), rapidly and unconsciously, when we see another in emotional distress. In short, our brain evolved circuits to allow us to experience sympathy, which in turn made civilization, and an ethics based on sympathy, possible. So the next time you reach a tissue box, or sob on a friend's shoulder, or shed tears at the movies, stop and reflect on why we cry and what it means to cry. Because ultimately, while we love to cry, we also cry to love.

46. Nowadays people respect the privacy of grief more than in the past.

47. Infants cry to attract attention for survival.

48. There is no scientific evidence as yet that animals can shed tears from emotion.

49. Tears can perform certain communicative functions which words cannot.

50. Our ability to experience sympathy is essential to the development of civilization.

51. People are more inclined to cry when suffering minor forms of depression.

52. Sometimes people cannot cry despite genuine grief.

53. In humans' long history, tears have developed an essential role in social relationships.

54. Men are less likely to give reasons for their tears.

55. Crying has long been associated with art.

2014 □ 12 □

□□□ **Grow up Colored**

Grow up Colored

[A] You wouldn't know Piedmont anymore - my Piedmont, I mean - the town in West Virginia where I learned to be a colored boy.

[B] The 1950s in Piedmont was a time to remember, or at least to me. People were always proud to be from Piedmont - lying at the foot of a mountain, on the banks of the mighty Potomac. We knew God gave America no more beautiful location. I never knew colored people anywhere who were crazier about mountains and water, flowers and trees, fishing and hunting. For as long as anyone could remember, we could outhunt, outshoot, and outswim the white boys in the valley.

[C] The social structure of Piedmont was something we knew like the back of our hands. It was an immigrant town; white Piedmont was Italian and Irish, with a handful of wealthy WASPs (□□□□□□□□□□□□) on East Hampshire Street, and "ethnic" neighborhoods of working-class people everywhere else, colored and white.

[D] For as long as anyone can remember, Piedmont's character has been completely bound up with the Westvaco paper mill: its prosperous past and doubtful future. At first glance, the town is a typical dying mill center. Many once beautiful buildings stand empty, evidencing a bygone time of spirit and pride. The big houses on East Hampshire Street are no longer proud, as they were when I was a kid.

[E] Like the Italians and the Irish, most of the colored people migrated to Piedmont at the turn of the 20th century to work at the paper mill, which opened in 1888. All the colored men at the paper mill worked on "the platform" - loading paper into trucks until the craft unions were finally integrated in 1968. Loading is what Daddy did every working day of his life. That's what almost every colored grown-up I knew did.

[F] Colored people lived in three neighborhoods that were clearly separated. Welcome to the Colored Zone, a large stretched banner could have said. And it felt good in there, like walking around your house in bare feet and underwear, or snoring(□□), right out loud on the couch in front of the TV - enveloped by the comforts of home, the warmth of those you love.

[G] Of course, the colored world was not so much a neighborhood as a

condition of existence. And though our own world was seemingly self-contained, it impacted on the white world of Piedmont in almost every direction. Certainly, the borders of our world seemed to be impacted on when some white man or woman showed up where he or she did not belong, such as at the black Legion Hall. Our space was violated when one of them showed up at a dance or a party. The rhythms would be off. The music would sound not quite right. Everybody would leave early.

[H] Before 1955, most white people were just shadowy presences in our world, vague figures of power like remote bosses at the mill or clerks at the bank. There were exceptions, of course, the white people who would come into our world in routine, everyday ways we all understood. Mr. Mail Man, Mr. Insurance Man, Mr. White-and-Chocolate Milk Man, Mr. Landlord Man, Mr. Police Man: we called white people by their trade, like characters in a mystery play. Mr. Insurance Man would come by every other week to collect payments on college or death policies, sometimes 50 cents or less.

[I] "It's no disgrace to be colored," the black entertainer Bert Williams famously observed early in the century, "but it is awfully inconvenient." For most of my childhood, we couldn't eat in restaurants or sleep in hotels, we couldn't use certain bathrooms or try on clothes in stores. Mama insisted that we dress up when we went to shop. She was carefully dressed when she went to clothing stores, and wore white pads called shields under her arms so her dress or blouse would show no sweat. "We'd like to try this on," she'd say carefully, uttering her words precisely and properly. "We don't buy clothes we can't try on," she'd say when they declined, and we'd walk out in Mama's dignified(□□□□) manner. She preferred to shop where we had an account and where everyone knew who she was.

[J] At the Cut-Rate Drug Store, no one colored was allowed to sit down at the counter or tables, with one exception: my father. I don't know for certain why Carl Dadisman, the owner, wouldn't stop Daddy from sitting down. But I believe it was in part because Daddy was so light-colored, and in part because, during his shift at the phone company, he picked up orders for food and coffee for the operators. Colored people were supposed to stand at the counter, get their food to go, and leave. Even when Young Doc Bess would set up the basketball team with free Cokes after one of many victories, the colored players had to stand around and drink out of paper cups while the white players and cheerleaders sat down in comfortable chairs and drank out of glasses.

[K] I couldn't have been much older than five or six as I sat with my father at the Cut-Rate one afternoon, enjoying ice cream. Mr. Wilson, a stony-faced Irishman, walked by. "Hello, Mr. Wilson," my father said.

"Hello, George."

[L] I was genuinely puzzled. Mr. Wilson must have confused my father with somebody else, but who? There weren't any Georges among the colored people in Piedmont. "Why don't you tell him your name, Daddy?" I asked

loudly. "Your name isn't George."

"He knows my name, boy," my father said after a long pause. "He calls all colored people George."

[M] I knew we wouldn't talk about it again; even at that age, I was given to understand that there were some subjects it didn't do to worry to death about. Now that I have children, I realize that what distressed my father wasn't so much the Mr. Wilsons of the world as the painful obligation to explain the racial facts of life to someone who hadn't quite learned them yet. Maybe Mr. Wilson couldn't hurt my father by calling him George; but I hurt him by asking to know why.

46. The author felt as a boy that his life in a separated neighborhood was casual and cozy.

47. There is every sign of decline at the paper mill now.

48. One reason the author's father could sit and eat at the drug store was that he didn't look that dark.

49. Piedmont was a town of immigrants from different parts of the world.

50. In spite of the awful inconveniences caused by racial prejudice, the author's family managed to live a life of dignity.

51. The author later realized he had caused great distress to his father by asking why he was wrongly addressed.

52. The author took pride in being from Piedmont because of its natural beauty.

53. Colored people called white people by the business they did.

54. Colored people who lived in Piedmont did heavy manual jobs at the paper mill.

55. The colored people felt uneasy at the presence of the whites in their neighborhoods.

□□□ Ban sugary drinks - that will add fuel to the obesity war

Ban sugary drinks - that will add fuel to the obesity war

[A] On a train last Thursday, I sat opposite a man who was so fat he filled more than one seat. He was pale and disfigured and looked sick to death, which he probably was: obesity(□□□) leads to many nasty ways of dying. Looking around the carriage, I saw quite a few people like him, including a couple of fatty children with swollen cheeks pressing against their eyes. These people are part of what is without exaggeration an epidemic(□□□) of obesity.

[B] But it is quite unnecessary: there is a simple idea - far from new - that

could spare millions of such people a lifetime of chronic(□□□) ill health, and at the same time save the National Health Service (NHS) at least £14 billion a year in England and Wales. There would, you might think, be considerable public interest in it. This simple idea is that sugar is as good - or as bad - as poison and should be avoided. It is pure, white and deadly, as Professor John Yudkin described it 40 years ago in a revolutionary book of that name. The subtitle was How Sugar Is Killing Us.

[C] In its countless hidden forms, in ready meals, junk food and sweet drinks, sugar leads to addiction(□), to hormonal upsets to the appetite, to metabolic(□ □□□) malfunctions and obesity and from there to type 2 diabetes(□□□) and its many horrible complications, ff people really grasped that, they would try to kick the habit, particularly as Britain is the "fat man of Europe". They might even feel driven to support government measures to prevent people from consuming this deadly stuff. Yet so far this idea has met little but resistance.

[D] It is not difficult to imagine the vested interests(□□□□□□) lined up against any sugar control--all the food and drink manufacturers, processors, promoters and retailers who make such easy pickings out of the magic powers of sugar. Then there are the liberals, with whom I would normally side, who protest that government regulation would be yet another instance of interference in our lives.

[E] That is true, but people should realise that you cannot have a welfare state without a nanny state(□□□□), to some degree. If we are all to be responsible for one another's health insurance, through socialised medicine, then we are all closely involved in one another's health, including everyone's eating and drinking. That has already been admitted, finally, with smoking. But it has yet to be admitted with overeating, even though one in four adults in this country is obese and that number is predicted to double by the year 2050. Quite apart from anything else, obesity will cripple the NHS.

[F] Recently, though, there have been signs that the medical establishment is trying to sound the alarm. Last month the Academy of Medical Royal Colleges (AMRC), published a report saying that obesity is the greatest public health issue affecting the UK and urging government to do something.

[G] The report offers 10 recommendations, of which the first is imposing a tax of 20 percent on sugary drinks for at least a year, on top of the existing 20 percent value-added tax. That at least would be an excellent start. The amounts of sugar in soft drinks are horrifying, and turn straight to fat. As Professor Terence Stephenson, head of the AMRC, has said, sugary soft drinks are "the ultimate bad food. You are just consuming neat sugar. Your body didn't evolve to handle this kind of thing."

[H] Precisely. The risks of eating too much fat or salt (which are very different) pale into insignificance compared with the harm done by sugar. And it is everywhere.

[I] It is difficult to buy anything in a supermarket, other than plain, unprepared meat, fish or vegetables, that doesn't have a large amount of sugar in it. This

has come about because the prevailing scientific views of the 1960s and 1970s ignored the evidence about sugar, and instead saw fat as the really serious risk, both to the heart and other organs, as well as the cause of obesity.

[J] The fashion was to avoid fat. But finding that food with much of its fat removed is not very appetising, food producers turned to sugar as a magic alternative flavour enhancer, often in the forms of syrups() that had recently been developed from corn, and put it generously into most prepared foods and soft drinks.

[K] This stuff is not just fattening. It is addictive. It interferes with the body's metabolism, possibly via the activity of an appetite-controlling hormone. There's plenty of evidence for this, for those who will accept the truth.

[L] Theoretically, people ought to make "healthy choices" and avoid overeating. But sugar additives are not easy to identify and are hard to avoid. So the snacking, over-drinking and over-eating that makes people fat is not really their own fault: obesity is in large part something that is being done to them. It should be stopped, or rather the government should stop it.

[M] Going round my local supermarket, I am constantly astonished that it is still legal to sell all the poisons stacked high on the shelves. The problem is that they are worse than useless. They are poisonous. They are known to be addictive. They are known to make people obese. And giving small children sweet drinks or bottles of fake juice all day long is nothing less than child abuse.

[N] Clearly, the sale of such stuff ought to be illegal. I hate to think of yet more government regulation, But a bit of tax on sweet soda and a little more health education, a bit of cooking in schools and banning vending machines() here and there - as suggested by the AMRC report - is not going to achieve very much. Labelling is quite inadequate. What is needed is legislation banning high levels of sugary syrups used in foods and drinks.

[O] In June 2012, the then minister for public health said the government was not scared of the food industry and had not ruled out legislation, because of the costs of obesity to the NHS. However, nothing has happened yet. Why not have another Jammie Dodger biscuit and forget about it.

46. Avoiding over-consumption of sugar can improve people's health as well as save medical expenses.

47. Laws should be passed to make it illegal to produce overly sweet foods or drinks.

48. Giving small children sweet juices to drink all the time is equal to child abuse.

49. Looking around, the author found obesity quite widespread.

50. The number of obese people is expected to increase quickly in the next few decades.

51. If people really understood the horrible consequences of sugary foods and drinks, they would support government measures against sugar consumption.

52. It would be a very good beginning to impose an additional tax on sugary drinks.
53. The government has not yet taken any action to regulate sugar consumption although it indicated its intention to do so some time ago.
54. Sugar is far more harmful to health than fat and salt.
55. Consumers of sweet foods are not really to blame because they cannot tell what food is sugary.

□□□ In Hard Economy for All Ages, Older Isn't Better... It's Brutal

In Hard Economy for All Ages, Older Isn't Better... It's Brutal

[A] Young graduates are in debt, out of work and on their parents' couches. People in their 30s and 40s can't afford to buy homes or have children. Retirees are earning near-zero interest on their savings.

[B] In the current listless(□□□□) economy, every generation has a claim to having been most injured. But the Labor Department's latest jobs reports and other recent data present a strong case for crowning baby boomers(□□□□□□□□□□) as the greatest victims of the recession and its grim aftermath.

[C] These Americans in their 50s and early 60s - those near retirement age who do not yet have access to Medicare and Social Security - have lost the most earnings power of any age group, with their household incomes 10 percent below what they made when the recovery began three years ago, according to Sentier Research, a data analysis company. Their retirement savings and home values fell sharply at the worst possible time: just before they needed to cash out. They are supporting both aged parents and unemployed young-adult children, earning them the unlucky nickname "Generation Squeeze."

[D] New research suggests that they may die sooner, because their health, income security and mental well-being were battered(□□) by recession at a crucial time in their lives. A recent study by economists at Wellesley College found that people who lost their jobs in the few years before becoming qualified for Social Security lost up to three years from their life expectancy(□□□), largely because they no longer had access to affordable health care.

[E] Unemployment rates for Americans nearing retirement are far lower than those for young people, who are recently out of school, with fewer skills and a shorter work history. But once out of a job, older workers have a much harder time finding another one. Over the last year, the average duration of unemployment for older people was 53 weeks, compared with 19 weeks for

teenagers, according to the Labor Department's jobs report released on Friday.

[F] The lengthy process is partly because older workers are more likely to have been laid off from industries that are downsizing, like manufacturing. Compared with the rest of the population, older people are also more likely to own their own homes and be less mobile than renters, who can move to new job markets.

[G] Older workers are more likely to have a disability of some sort, perhaps limiting the range of jobs that offer realistic choices. They may also be less inclined, at least initially, to take jobs that pay far less than their old positions.

[H] Displaced boomers also believe they are victims of age discrimination, because employers can easily find a young, energetic worker who will accept lower pay and who can potentially stick around for decades rather than a few years.

[I] In a survey of older workers who were laid off during the recession, just one in six had found another job, and half of that group had accepted pay cuts. 14% of the re-employed said the pay in their new job was less than half what they earned in their previous job. "I just say to myself: 'Why me? What have I done to deserve this?'" said John Agati, 56, whose last full-time job, as a product developer, ended four years ago when his employer went out of business. That position paid \$90,000, and his resume lists jobs at companies like American Express, Disney and USA Networks. Since being laid off, though, he has worked a series of part-time, low-wage, temporary positions, including selling shoes at Lord & Taylor and making sales calls for a car company.

[J] The last few years have taken a toll not only on his family's finances, but also on his feelings of self-worth. "You just get sad," Mr. Agati said. "I see people getting up in the morning, going out to their careers and going home. I just wish I was doing that. Some people don't like their jobs, or they have problems with their jobs, but at least they're working. I just wish I was in their shoes." He said he cannot afford to go back to school, as many younger people without jobs have done. Even if he could afford it, economists say it is unclear whether older workers like him benefit much from more education.

[K] "It just doesn't make sense to offer retraining for people 55 and older," said Daniel Hamermesh, an economics professor. "Discrimination by age, long-term unemployment, and the fact that they're now at the end of the hiring queue just don't make it sensible to invest in them."

[L] Many displaced older workers are taking this message to heart and leaving the labor force entirely. The share of older people applying for Social Security early rose quickly during the recession as people sought whatever income they could find. The penalty they will pay is permanent, as retirees who take benefits at age 62 will receive as much as 30% less in each month's check for the rest of their lives than they would if they had waited until full retirement age (66 for those born after 1942).

[M] Those not yet qualified for Social Security are increasingly applying for

another, comparable kind of income support that often goes to people who expect never to work again: disability benefits. More than one in eight people in their late 50s is now on some form of federal disability insurance program, according to Professor Mark Duggan at the University of Pennsylvania's Wharton School.

[N] The very oldest Americans, of course, were battered by some of the same ill winds that tormented() those now nearing retirement, but at least the most senior were cushioned by a more readily available social safety net. More important, in a statistical twist, they may have actually benefited from the financial crisis in the most fundamental way: longer lives.

[O] Death rates for people over 65 have historically fallen during recessions, according to a November 2011 study by economists at the University of California, Davis. Why? The researchers argue that weak job markets push more workers into accepting relatively undesirable work at nursing homes, leading to better care for residents.

46. Greater mobility puts younger people at an advantage in seeking new jobs.

47. Many of the older workers laid off during the recession had to accept lower pay in their new jobs.

48. Those who lose their jobs shortly before retirement age live a shorter-than-average life.

49. Seniors at nursing homes could benefit from the weak job market.

50. Age discrimination in employment makes it pointless retraining older workers.

51. According to recent reports and data analyses, boomers suffer most from the weak economy.

52. Unemployed boomers are at a disadvantage in job-hunting because employers tend to hire younger workers.

53. People in their fifties and early sixties bear the heaviest family burdens.

54. People who take benefits from Social Security before official retirement age will get much less for the rest of their lives.

55. Older workers' choice of jobs can be limited because of disability.

2015 □ 6 □

□□□ The Changes Facing Fast Food

The Changes Facing Fast Food

A. Fast-food firms have to be a thick-skinned bunch. Health experts regularly criticise them severely for selling food that makes people fat. Critics even complain that McDonald's, whose logo symbolises calorie excess, should not have been allowed to sponsor the World Cup. These are things fast-food firms have learnt to cope with. But not perhaps for much longer. The burger business faces more pressure from regulators at a time when it is already adopting strategies in response to shifts in the global economy.

B. Fast food was once thought to be recession-proof. When consumers need to cut spending, the logic goes, cheap meals like Big Macs and Whoppers become even more attractive. Such "trading down" proved true for much of the latest recession, when fast-food companies picked up customers who could no longer afford to eat at casual restaurants. Traffic was boosted in America, the home of fast food, with discounts and promotions, such as \$1 menus and cheap combination meals.

C. As a result, fast-food chains have weathered the recession better than their more expensive competitors. In 2009 sales at full-service restaurants in America fell by more than 6%, but total sales remained about the same at fast-food chains. In some markets, such as Japan, France and Britain, total spending on fast food increased. Same-store sales in America at McDonald's, the world's largest fast-food company, did not decline throughout the downturn. Panera Bread, an American fast-food chain known for its fresh ingredients, performed well, too, because it offers higher-quality food at lower prices than restaurants.

D. But not all fast-food companies have been as fortunate. Many, such as Burger King, have seen sales fall. In a severe recession, while some people trade down to fast food, many other seat at home more frequently to save money. David Palmer, an analyst at UBS, a bank, says smaller fast-food chains in America, such as Jack in the Box and Carl's Jr., have been hit particularly hard in this downturn because they are competing with the global giant McDonald's, which increased spending on advertising by more than 7% last year as others cutback.

E. Some fast-food companies also sacrificed their own profits by trying to give

customers better value. During the recession companies set prices low, hoping that once they had tempted customers through the door they would be persuaded to order more expensive items. But in many cases that strategy did not work. Last year Burger King franchisees() sued() the company over its double-cheeseburger promotion, claiming it was unfair for them to be required to sell these for \$1 when they cost \$1.10 to make. In May a judge ruled in favour of Burger King. Nevertheless, the company may still be cursing its decision to promote cheap choices over more expensive ones because items on its "value menu" now account for around 20% of all sales, up from 12% last October.

F. Analysts expect the fast-food industry to grow modestly this year. But the downturn is making companies rethink their strategies. Many are now introducing higher-priced items to entice() consumers away from \$1 specials. KFC, a division of Yum! Brands, which also owns Taco Bell and Pizza Hut, has launched a chicken sandwich that costs around \$5. And in May Burger King introduced barbecue() pork ribs at \$7 for eight.

G. Companies are also trying to get customers to buy new and more items, including drinks. McDonald's started selling better coffee as a challenge to Starbucks. Its "McCafe" line now accounts for an estimated 6% of sales in America. Starbucks has sold rights to its Seattle's Best coffee brand to Burger King, which will start selling it later this year.

H. As fast-food companies shift from "super size" to "more buys", they need to keep customer traffic high throughout the day. Many see breakfast as a big opportunity, and not just for fatty food. McDonald's will start selling porridge() in America next year. Breakfast has the potential to be very profitable, says Sara Senatore of Bernstein, a research firm, because the margins can be high. Fast-food companies are also adding midday and late-night snacks, such as blended drinks and wraps. The idea is that by having a greater range of things on the menu, "we can sell to consumers products they want all day," says Rick Carucci., the chief financial officer of Yum! Brands.

I. But what about those growing waistlines? So far, fast-food firms have cleverly avoided government regulation. By providing healthy options, like salads and low-calorie sandwiches, they have at least given the impression of doing something about helping to fight obesity(). These offerings are not necessarily loss-leaders, as they broaden the appeal of outlets to groups of diners that include some people who don't want to eat a burger. But customers cannot be forced to order salads instead of fries.

J. In the future, simply offering a healthy option may not be good enough. "Every packaged-food and restaurant company I know is concerned about regulation right now," says Mr. Palmer of UBS. America's health-reform bill, which Congress passed this year, requires restaurant chains with 20 or more outlets to put the calorie-content of items they serve on the menu. A study by the National Bureau of Economic Research, which tracked the effects on Starbucks of a similar calorie-posting law in New York City in 2007, found that

the average calorie-count per transaction fell 6% and revenue increased 3% at Starbucks stores where a Dunldn Donuts outlet was nearby - a sign, it is said, that menu-labelling could favour chains that have more healthy offerings.

K. In order to avoid other legislation in America and elsewhere, fast-food companies will have to continue innovating(). Walt Riker of McDonald's claims the change it has made in its menu means it offers more healthy items than it did a few years ago." We probably sell more vegetables, more milk, more salads, more apples than any restaurant business in the world," he says. But the recent proposal by a county in California to ban McDonald's from including toys in its high-calorie "Happy Meals", because legislators believe it attracts children to unhealthy food, suggests there is a lot more left to do.

46. Some people propose laws be made to stop McDonald's from attaching toys to its food specials for children.

47. Fast-food firms may not be able to cope with pressures from food regulation in the near future.

48. Burger King will start to sell Seattle's Best coffee to increase sales.

49. Some fast-food firms provide healthy food to give the impression they are helping to tackle the obesity problem.

50. During the recession, many customers turned to fast food to save money.

51. Many people eat out less often to save money in times of recession.

52. During the recession, Burger King's promotional strategy of offering low-priced items often proved ineffective.

53. Fast-food restaurants can make a lot of money by selling breakfast.

54. Many fast-food companies now expect to increase their revenue by introducing higher-priced items.

55. A newly-passed law asks big fast-food chains to specify the calorie count of what they serve on the menu.

Essay Grading Software Offers Professors

a Break

Essay Grading Software Offers Professors a Break

A. Imagine taking a college exam, and, instead of handing in a blue book and getting a grade from a professor a few weeks later, clicking the "send" button when you are done and receiving a grade back instantly, your essay scored by a software program. And then, instead of being done with that exam, imagine that the system would immediately let you rewrite the test to try to improve your grade.

B. EDX, the nonprofit enterprise founded by Harvard and the Massachusetts Institute of Technology (MIT) to offer courses on the Internet, has just introduced such a system and will make its automated(□□□) software available free on the Web to any institution that wants to use it. The software uses artificial intelligence to grade student essays and short written answers, freeing professors for other tasks.

C. The new service will bring the educational consortium(□□) into a growing conflict over the role of automation in education. Although automated grading systems for multiple-choice and true-false tests are now widespread, the use of artificial intelligence technology to grade essay answers has not yet received widespread acceptance by educators and has many critics.

D. Anant Agarwal, an electrical engineer who is president of EdX, predicted that the instant-grading software would be a useful teaching tool enabling students to take tests and write essays over and over and improve the quality of their answers. He said the technology would offer distinct advantages over the traditional classroom system, where students often wait days or weeks or grades. "There is a huge value in learning with instant feedback," Dr. Agarwal said. "Students are telling us they learn much better with instant feedback."

E. But skeptics(□□□) say the automated system is no match for live teachers. One longtime critic, Les Perelman, has drawn national attention several times for putting together nonsense essays that have fooled software grading programs into giving high marks. He has also been highly critical of studies claiming that the software compares well to human graders.

F. He is among a group of educators who last month began circulating a petition(□□) opposing automated assessment software. The group, which calls itself Professionals Against Machine Scoring of Student Essays in High-Stakes Assessment, has collected nearly 2,000 signatures, including some from famous people like Noam Chomsky.

G. "Let's face the realities of automatic essay scoring," the group's statement reads in part. "Computers cannot 'read.' They cannot measure the essentials of effective written communication: accuracy, reasoning, adequacy of evidence, good sense, ethical(□□□) position, convincing argument, meaningful organization, and clarity, among others."

H. But EdX expects its software to be adopted widely by schools and universities. It offers free online classes from Harvard, MIT and the University of California-Berkeley; this fall, it will add classes from Wellesley, Georgetown and the University of Texas. In all, 12 universities participate in EdX, which offers certificates for course completion and has said that it plans to continue to expand next year, including adding international schools.

I. The EdX assessment tool requires human teachers, or graders, to first grade 100 essays or essay questions. The system then uses a variety of machine-learning techniques to train itself to be able to grade any number of essays or answers automatically and almost instantly. The software will assign a grade depending on the scoring system created by the teacher, whether it is a letter

grade or numerical(□□□) rank.

J. EdX is not the first to use the automated assessment technology, which dates to early computers in the 1960s. There is now a range of companies offering commercial programs to grade written test answers, and four states - Louisiana, North Dakota, Utah and West Virginia - are using some form of the technology in secondary schools. A fifth, Indiana, has experimented with it. In some cases, the software is used as a "second reader" to check the reliability of the human graders.

K. But the growing influence of the EdX consortium to set standards is likely to give the technology a boost. On Tuesday, Stanford announced that it would work with EdX to develop a joint educational system that will make use of the automated assessment technology.

L. Two start-ups, Coursera and Udacity, recently founded by Stanford faculty members to create "massive open online courses," Or MOOCs, are also committed to automated assessment systems because of the value of instant feedback. "It allows students to get immediate feedback on their work so that learning turns into a game, with students naturally gravitating(□□) toward resubmitting the work until they get it right," said Daphne Koller, a computer scientist and a founder of Coursera.

M. Last year the Hewlett Foundation, a grant-malting organization set up by one of the Hewlett Packard founders and his wife sponsored two \$100,000 prizes aimed at improving software that grades essays and short answers. More than 150 teams entered each category. A winner of one of the Hewlett contests, Vik Paruchuri, was hired by EdX to help design its assessment software.

N. "One of our focuses is to help kids learn how to think critically," said Victor Vuchic, a program officer at the Hewlett Foundation. "It's probably impossible to do that with multiple-choice tests. The challenge is that this requires human graders, and so they cost a lot more and they take a lot more time."

O. Mark D. Shermis, a professor at the University of Akron in Ohio supervised the Hewlett Foundation's contest on automated essay scoring and wrote a paper about the experiment. In his view, the technology - though imperfect - has a place in educational settings.

P. With increasingly large classes, it is impossible for most teachers to give students meaningful feedback on writing assignments, he said. Plus, he noted, critics of the technology have tended to come from the nation's best universities, where the level of teaching is much better than at most schools.

Q. "Often they come from very famous institutions where, in fact, they do a much better job of providing feedback than a machine ever could," Dr. Shermis said. "There seems to be a lack of appreciation of what is actually going on in the real world."

46. Some professionals in education are collecting signatures to voice their opposition to automated essay grading.

47. Using software to grade students' essays saves teachers time for other

work.

48. The Hewlett contests aim at improving essay grading software.

49. Though the automated grading system is widely used in multiple-choice tests, automated essay grading is still criticized by many educators.

50. Some people don't believe the software grading system can do as good a job as human graders.

51. Critics of automated essay scoring do not seem to know the true realities in less famous universities.

52. Critics argue many important aspects of effective writing cannot be measured by computer rating programs.

53. As class size grows, most teachers are unable to give students valuable comments as to how to improve their writing.

54. The automated assessment technology is sometimes used to double check the work of human graders.

55. Students find instant feedback helps improve their learning considerably.

□□□ Reaping the Rewards of Risk-Taking

Reaping the Rewards of Risk-Taking

A. Since Steve Jobs resigned as chief executive of Apple, much has been said about him as a peerless business leader who has created immense wealth for shareholders, and guided the design of hit products that are transforming entire industries, like music and mobile communications.

B. All true, but let's think different, to borrow the Apple marketing slogan of years back. Let's look at Mr. Jobs as a role model.

C. Above all, he is an innovator(□□□). His creative force is seen in products such as their Pod, iPhone, and iPad, and in new business models for pricing and distributing music and mobile software online. Studies of innovation come to the same conclusion: you can't engineer innovation, but you can increase the odds of it occurring. And Mr. Jobs' career can be viewed as a consistent pursuit of improving those odds, both for himself and the companies he has led. Mr. Jobs, of course, has enjoyed singular success. But innovation, broadly defined, is the crucial ingredient in all economic progress - higher growth for nations, more competitive products for companies, and more prosperous career for individuals. And Mr. Jobs, many experts say, exemplifies what works in the innovation game.

D. "We can look at and learn from Steve Jobs what the essence of American innovation is," says John Kao, an innovation consultant to corporations and governments. Many other nations, Mr. John Kao notes, are now ahead of the United States in producing what are considered the raw materials of innovation. These include government financing for scientific research,

national policies to support emerging industries, educational achievement, engineers and scientists graduated, even the speeds of Internet broadband service.

E. Yet what other nations typically lack, Mr. Kao adds, is a social environment that encourages diversity, experimentation, risk-taking, and combining skills from many fields into products that he calls "recombinant mash-ups(重组)," like the iPhone, which redefined the smartphone category. "The culture of other countries doesn't support the kind of innovation that Steve Jobs exemplifies, as America does," Mr. John Kao says.

F. Workers of every rank are told these days that wide-ranging curiosity and continuous learning are vital to thriving in the modern economy. Formal education matters, career counselors say, but real-life experience is often even more valuable.

G. An adopted child, growing up in Silicon Valley, Mr. Jobs displayed those traits early on. He was fascinated by electronics as a child, building Heath kit do-it-yourself projects, like radios. Mr. Jobs dropped out of Reed College after only a semester and traveled around India in search of spiritual enlightenment, before returning to Silicon Valley to found Apple with his friend, Stephen Wozniak, an engineering wizard(天才). Mr. Jobs was forced out of Apple in 1985, went off and founded two other companies, Next and Pixar, before returning to Apple in 1996 and becoming chief executive in 1997.

H. His path was unique, but innovation experts say the pattern of exploration is not unusual. "It's often people like Steve Jobs who can draw from a deep reservoir of diverse experiences that often generate breakthrough ideas and insights," says Hal Gregersen, a professor at the European Institute of Business Administration.

I. Mr. Gregersen is a co-author of a new book, The Innovator's DNA, which is based on an eight-year study of 5,000 entrepreneurs(创业者) and executives worldwide. His two collaborators and co-authors are Jeff Dyer, a professor at Brigham Young University, and Clayton Christensen, a professor at the Harvard Business School, whose 1997 book The Innovator's Dilemma popularized the concept of "disruptive(颠覆性) innovation."

J. The academics identify five traits that are common to the disruptive innovators: questioning, experimenting, observing, associating and networking. Their bundle of characteristics echoes the ceaseless curiosity and willingness to take risks noted by other experts. Networking, Mr. Hal Gregersen explains, is less about career-building relationships than a consistent search for new ideas. Associating, he adds, is the ability to make idea-producing connections by linking concepts from different disciplines.

K. "Innovators engage in these mental activities regularly," Mr. Gregersen says. "It's a habit for them. " Innovative companies, according to the authors, typically enjoy higher valuations in the stock market, which they call an "innovation premium(溢价)". It is calculated by estimating the share of a company's value that cannot be accounted for by its current products and

cash flow. The innovation premium tries to quantify(□□) investors' bets that a company will do even better in the future because of innovation.

L. Apple, by their calculations, had a 37 percent innovation premium during Mr. Jobs' first term with the company. His years in exile resulted in a 31 percent innovation discount. After his return, Apple's fortunes improved grade at first, and improved markedly starting in 2005, yielding a 52 percent innovation premium since then.

M. There is no conclusive proof, but Mr. Hal Gregersen says it is unlikely that Mr. Jobs could have reshaped industries beyond computing, as he has done in his second term at Apple, without the experience outside the company, especially at Pixar - the computer-animation (□□□□) studio that created a string of critically and commercially successful movies, such as "Toy Story" and "Up."

N. Mr. Jobs suggested much the same thing during a commencement address to the graduating class at Stanford University in 2005. "It turned out that getting fired from Apple was the best thing that could have ever happened to me," he told the students. Mr. Jobs also spoke of perseverance(□□) and will power. "Sometimes life hits you in the head with a brick," he said. "Don't lose faith."

O. Mr. Jobs ended his commencement talk with a call to innovation, both in one's choice of work and in one's life. Be curious, experiment, take risks, he said to the students. His advice was emphasized by the words on the back of the final edition of The Whole Earth Catalog, which he quoted: "Stay hungry. Stay foolish." "And," Mr. Jobs said, "I have always wished that for myself. And now, as you graduate to begin anew, I wish that for you. "

46. Steve Jobs called on Stanford graduates to innovate in his commencement address.

47. Steve Jobs considered himself lucky to have been fired once by Apple.

48. Steve Jobs once used computers to make movies that were commercial hits.

49. Many governments have done more than the US government in providing the raw materials for innovation.

50. Great innovators are good at connecting concepts from various academic fields.

51. Innovation is vital to driving economic progress.

52. America has a social environment that is particularly favorable to innovation.

53. Innovative ideas often come from diverse experiences.

54. Real-life experience is often more important than formal education for career success.

55. Apple's fortunes suffered from an innovation discount during Jobs' absence.

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□□ Joy: A Subject Schools Lack

Joy: A Subject Schools Lack

Becoming educated should not require giving up pleasure.

A) When Jonathan Swift proposed, in 1729, that the people of Ireland eat their children, he insisted it would solve three problems at once: feed the hungry masses, reduce the population during a severe depression, and stimulate the restaurant business. Even as a satire(□□), it seems disgusting and shocking in America with its child-centered culture. But actually, the country is closer to his proposal than you might think.

B) If you spend much time with educators and policy makers, you'll hear a lot of the following words: "standards," "results," "skills," "self-control," "accountability," and so on. I have visited some of the newer supposedly "effective" schools, where children shout slogans in order to learn self-control or must stand behind their desk when they can't sit still.

C) A look at what goes on in most classrooms these days makes it abundantly clear that when people think about education, they are not thinking about what it feels like to be a child, or what makes childhood an important and valuable stage of life in its own right.

D) I'm a mother of three, a teacher, and a developmental psychologist. So I've watched a lot of children - talking, playing, arguing, eating, studying, and being young. Here's what I've come to understand. The thing that sets children apart from adults is not their ignorance, nor their lack of skills. It's their enormous capacity for joy. Think of a 3-year-old lost in the pleasures of finding out what he can and cannot sink in the bathtub, a 5-year-old beside herself with the thrill of putting together strings of nonsensical words with her best friends, or an 11-year-old completely absorbed in a fascinating comic strip. A child's ability to become deeply absorbed in something, and derive intense pleasure from that absorption, is something adults spend the rest of their lives trying to return to.

E) A friend told me the following story. One day, when he went to get his 7-year-old son from soccer practice, his kid greeted him with a downcast face and a sad voice. The coach had criticized him for not focusing on his soccer drills. The little boy walked out of the school with his head and shoulders hanging down. He seemed wrapped in sadness. But just before he reached

the car door, he suddenly stopped, crouching(□□) down to peer at something on the sidewalk. His face went down lower and lower, and then, with complete joy he called out, "Dad. Come here. This is the strangest bug I've ever seen. It has, like, a million legs. Look at this. It's amazing. " He looked up at his father, his features overflowing with energy and delight. "Can't we stay here for just a minute? I want to find out what he does with all those legs. This is the coolest ever. "

F) The traditional view of such moments is that they constitute a charming but irrelevant byproduct of youth - something to be pushed aside to make room for more important qualities, like perseverance(□□□□), obligation, and practicality. Yet moments like this one are just the kind of intense absorption and pleasure adults spend the rest of their lives seeking. Human lives are governed by the desire to experience joy. Becoming educated should not require giving up joy but rather lead to finding joy in new kinds of things: reading novels instead of playing with small figures, conducting experiments instead of sinking cups in the bathtub, and debating serious issues rather than stringing together nonsense words, for example. In some cases, schools should help children find new, more grown-up ways of doing the same things that are constant sources of joy: making art, making friends, making decisions.

G) Building on a child's ability to feel joy, rather than pushing it aside, wouldn't be that hard. It would just require a shift in the education world's mindset(□□□□). Instead of trying to get children to work hard, why not focus on getting them to take pleasure in meaningful, productive activity, like making things, working with others, exploring ideas, and solving problems? These focuses are not so different from the things in which they delight.

H) Before you brush this argument aside as rubbish, or think of joy as an unaffordable luxury in a nation where there is awful poverty, low academic achievement, and high dropout rates, think again. The more horrible the school circumstances, the more important pleasure is to achieving any educational success.

I) Many of the assignments and rules teachers come up with, often because they are pressured by their administrators, treat pleasure and joy as the enemies of competence and responsibility. The assumption is that children shouldn't chat in the classroom because it hinders hard work; instead, they should learn to delay gratification(□□) so that they can pursue abstract goals, like going to college.

J) Not only is this a boring and awful way to treat children, it makes no sense educationally. Decades of research have shown that in order to acquire skills and real knowledge in school, kids need to want to learn. You can force a child to stay in his or her seat, fill out a worksheet, or practice division. But you can't force the child to think carefully, enjoy books, digest complex information, or develop a taste for learning. To make that happen, you have to help the child find pleasure in learning - to see school as a source of joy.

K) Adults tend to talk about learning as if it were medicine; unpleasant, but necessary and good for you. Why not instead think of learning as if it were food - something so valuable to humans that they have evolved to experience it as a pleasure?

L) Joy should not be trained out of children or left for after-school programs. The more difficult a child's life circumstances, the more important it is for that child to find joy in his or her classroom. "Pleasure" is not a dirty word. And it doesn't run counter to the goals of public education. It is, in fact, the precondition.

46. It will not be difficult to make learning a source of joy if educators change their way of thinking.

47. What distinguishes children from adults is their strong ability to derive joy from what they are doing.

48. Children in America are being treated with shocking cruelty.

49. It is human nature to seek joy in life.

50. Grown-ups are likely to think that learning to children is what medicine is to patients.

51. Bad school conditions make it all the more important to turn learning into a joyful experience.

52. Adults do not consider children's feelings when it comes to education.

53. Administrators seem to believe that only hard work will lead children to their educational goals.

54. In the so-called "effective" schools, children are taught self-control under a set of strict rules.

55. To make learning effective, educators have to ensure that children want to learn.

□□□ How to Eat Well

How to Eat Well

A) Why do so many Americans eat tons of processed food, the stuff that is correctly called junk(□□) should really carry warning labels?

B) It's not because fresh ingredients are hard to come by. Supermarkets offer more variety than ever, and there are over four times as many farmers' markets in the U. S. as there were 20 years ago. Nor is it for lack of available information. There are plenty of recipes(□□), how-to videos and cooking classes available to anyone who has a computer, smartphone or television. If anything, the information is overwhelming.

C) And yet we aren't cooking. If you eat three meals a day and behave like most Americans, you probably get at least a third of your daily calories(□□□) outside the home. Nearly two-thirds of us grab fast food once a week, and we

get almost 25% of our daily calories from snacks. So we're eating out or taking in, and we don't sit down-or we do, but we hurry.

D) Shouldn't preparing-and consuming-food be a source of comfort, pride, health, well-being, relaxation, sociability? Something that connects us to other humans? Why would we want to outsource() this basic task, especially when outsourcing it is so harmful?

E) When I talk about cooking, I'm not talking about creating elaborate dinner parties or three-day science projects. I'm talking about simple, easy, everyday meals. My mission is to encourage green hands and those lacking time or money to feed themselves. That means we need modest, realistic expectations, and we need to teach people to cook food that's good enough to share with family and friends.

F) Perhaps a return to real cooking needn't be far off. A recent Harris poll revealed that 79% of Americans say they enjoy cooking and 30% "love it"; 14% admit to not enjoying kitchen work and just 7% won't go near the stove at all. But this doesn't necessarily translate to real cooking, and the result of this survey shouldn't surprise anyone: 52% of those 65 or older cook at home five or more times per week; only a third of young people do.

G) Back in the 1950s most of us grew up in households where Mom cooked virtually every night. The intention to put a home-cooked meal on the table was pretty much universal. Most people couldn't afford to do otherwise.

H) Although frozen dinners were invented in the '40s, their popularity didn't boom until televisions became popular a decade or so later. Since then, packaged, pre-prepared meals have been what's for dinner. The microwave and fast-food chains were the biggest catalysts(), but the big food companies - which want to sell anything except the raw ingredients that go into cooking - made the home cook an endangered species.

I) Still, I find it strange that only a third of young people report preparing meals at home regularly. Isn't this the same crowd that rails against processed junk and champions craft cooking? And isn't this the generation who say they're concerned about their health and the well-being of the planet? If these are truly the values of many young people, then their behavior doesn't match their beliefs.

J) There have been half-hearted but well-publicized efforts by some food companies to reduce calories in their processed foods, but the Standard American Diet is still the polar opposite of the healthy, mostly plant-based diet that just about every expert says we should be eating. Considering that the government's standards are not nearly ambitious enough, the picture is clear: by not cooking at home, we're not eating the right things, and the consequences are hard to overstate.

K) To help quantify() the costs of a poor diet, I recently tried to estimate this impact in terms of a most famous food, the burger(). I concluded that the profit from burgers is more than offset() by the damage they cause in health problems and environmental harm.

L) Cooking real food is the best defense - not to mention that any meal you're likely to eat at home contains about 200 fewer calories than one you would eat in a restaurant.

M) To those Americans for whom money is a concern, my advice is simple; Buy what you can afford, and cook it yourself. The common prescription is to primarily shop the grocery store, since that's where fresh produce, meat and seafood, and dairy are. And to save money and still eat well you don't need local, organic ingredients; all you need is real food. I'm not saying local food isn't better; it is. But there is plenty of decent food in the grocery stores.

N) The other sections you should get to know are the frozen foods and the canned goods. Frozen produce is still produce; canned tomatoes are still tomatoes. Just make sure you're getting real food without tons of added salt or sugar. Ask yourself, would Grandma consider this food? Does it look like something that might occur in nature? It's pretty much common sense; you want to buy food, not unidentifiable foodlike objects.

O) You don't have to hit the grocery store daily, nor do you need an abundance of skill. Since fewer than half of Americans say they cook at an intermediate level and only 20% describe their cooking skills as advanced, the crisis is one of confidence. And the only remedy for that is practice. There's nothing mysterious about cooking the evening meal. You just have to do a little thinking ahead and redefine what qualifies as dinner. Like any skill, cooking gets easier as you do it more; every time you cook, you advance your level of skills. Someday you won't even need recipes. My advice is that you not pay attention to the number of steps and ingredients, because they can be deceiving.

P) Time, I realize, is the biggest obstacle to cooking for most people. You must adjust your priorities to find time to cook. For instance, you can move a TV to the kitchen and watch your favorite shows while you're standing at the sink. No one is asking you to give up activities you like, but if you're watching food shows on TV, try cooking instead.

46. Cooking benefits people in many ways and enables them to connect with one another.

47. Abundant information about cooking is available either online or on TV.

48. Young people do less cooking at home than the elderly these days.

49. Cooking skills can be improved with practice.

50. In the mid-20th century, most families ate dinner at home instead of eating out.

51. Even those short of time or money should be encouraged to cook for themselves and their family.

52. Eating food not cooked by ourselves can cause serious consequences.

53. To eat well and still save money, people should buy fresh food and cook it themselves.

54. We get a fairly large portion of calories from fast food and snacks.

55. The popularity of TV led to the popularity of frozen food.

□□ The Perfect Essay

The Perfect Essay

A) Looking back on too many years of education, I can identify one truly impossible teacher. She cared about me, and my intellectual life, even when I didn't. Her expectations were high-impossibly so. She was an English teacher. She was also my mother.

B) When good students turn in an essay, they dream of their instructor returning it to them in exactly the same condition, save for a single word added in the margin of the final page: "Flawless." This dream came true for me one afternoon in the ninth grade. Of course, I had heard that genius could show itself at an early age, so I was only slightly taken aback that I had achieved perfection at the tender age of 14. Obviously, I did what any professional writer would do; I hurried off to spread the good news. I didn't get very far. The first person I told was my mother.

C) My mother, who is just shy of five feet tall, is normally incredibly soft-spoken, but on the rare occasion when she got angry, she was terrifying. I am not sure if she was more upset by my hubris(□□□□) or by the fact that my English teacher had let my ego get so out of hand. In any event, my mother and her red pen showed me how deeply flawed a flawless essay could be. At the time, I am sure she thought she was teaching me about mechanics, transitions(□□), structure, style and voice. But what I learned, and what stuck with me through my time teaching writing at Harvard, was a deeper lesson about the nature of creative criticism.

D) First off, it hurts. Genuine criticism, the type that leaves a lasting mark on you as a writer, also leaves an existential imprint(□□) on you as a person. I have heard people say that a writer should never take criticism personally. I say that we should never listen to these people.

E) Criticism, at its best, is deeply personal, and gets to the heart of why we write the way we do. The intimate nature of genuine criticism implies something about who is able to give it, namely, someone who knows you well enough to show you how your mental life is getting in the way of good writing. Conveniently, they are also the people who care enough to see you through this painful realization. For me it took the form of my first, and I hope only, encounter with writer's block-I was not able to produce anything for three years.

F) Franz Kafka once said:" Writing is utter solitude(□□), the descent into the cold abyss(□□) of oneself. " My mother's criticism had shown me that Kafka is right about the cold abyss, and when you make the introspective(□□□) descent that writing requires you are not always pleased by what you find. But, in the

years that followed, her sustained tutoring suggested that Kafka might be wrong about the solitude. I was lucky enough to find a critic and teacher who was willing to make the journey of writing with me. "It is a thing of no great difficulty," according to Plutarch, "to raise objections against another man's speech, it is a very easy matter; but to produce a better in its place is a work extremely troublesome." I am sure I wrote essays in the later years of high school without my mother's guidance, but I can't recall them. What I remember, however, is how she took up the "extremely troublesome" work of ongoing criticism.

G) There are two ways to interpret Plutarch when he suggests that a critic should be able to produce "a better in its place." In a straightforward sense, he could mean that a critic must be more talented than the artist she critiques(□□). My mother was well covered on this count. But perhaps Plutarch is suggesting something slightly different, something a bit closer to Marcus Cicero's claim that one should "criticize by creation, not by finding fault." Genuine criticism creates a precious opening for an author to become better on his own terms - a process that is often extremely painful, but also almost always meaningful.

H) My mother said she would help me with my writing, but first I had to help myself. For each assignment, I was to write the best essay I could. Real criticism is not meant to find obvious mistakes, so if she found any - the type I could have found on my own - I had to start from scratch. From scratch. Once the essay was "flawless," she would take an evening to walk me through my errors. That was when true criticism, the type that changed me as a person, began.

I) She criticized me when I included little-known references and professional jargon(□□)? She had no patience for brilliant but irrelevant figures of speech. "Writers can't bluff(□□□□) their way through ignorance." That was news to me - I would need to find another way to structure my daily existence.

J) She trimmed back my flowery language, drew lines through my exclamation marks and argued for the value of restraint in expression. "John," she almost whispered. I leaned in to hear her: "I can't hear you when you shout at me." So I stopped shouting and bluffing, and slowly my writing improved.

K) Somewhere along the way I set aside my hopes of writing that flawless essay. But perhaps I missed something important in my mother's lessons about creativity and perfection. Perhaps the point of writing the flawless essay was not to give up, but to never willingly finish. Whitman repeatedly reworked "Song of Myself" between 1855 and 1891. Repeatedly. We do our absolute best with a piece of writing, and come as close as we can to the ideal. And, for the time being, we settle. In critique, however, we are forced to depart, to give up the perfection we thought we had achieved for the chance of being even a little bit better. This is the lesson I took from my mother. If perfection were possible, it would not be motivating.

46. The author was advised against the improper use of figures of speech.

47. The author's mother taught him a valuable lesson by pointing out lots of flaws in his seemingly perfect essay.
48. A writer should polish his writing repeatedly so as to get closer to perfection.
49. Writers may experience periods of time in their life when they just can't produce anything.
50. The author was not much surprised when his school teacher marked his essay as "flawless".
51. Criticizing someone's speech is said to be easier than coming up with a better one.
52. The author looks upon his mother as his most demanding and caring instructor.
53. The criticism the author received from his mother changed him as a person.
54. The author gradually improved his writing by avoiding fancy language.
55. Constructive criticism gives an author a good start to improve his writing.



2013 年 12 月

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2014 年 6 月

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2014 年 12 月

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2015 年 6 月

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2015 年 12 月

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